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ABSTRACT

This Needs Assessment Compendium has been developed to provide Rhode Island school districts in the Local Planning and Assessment Process with a means for selecting or developing a needs assessment instrument. This document contains descriptive summaries of 23 approaches that were undertaken by local, state, and commercial agencies throughout the nation. Ten characteristics of the instruments are discussed--title, type, source, cost, time for the process, materials provided, description, data analysis, and relationship to the larger planning effort. Three of these instruments are kits that provide the user with "hands on" experience, nine are models that describe step-by-step processes for conducting the survey, and 11 are simply questionnaires that were used to determine educational needs. An appendix lists each instrument with the address of its source. The standards employed to select the instruments are listed. (Author/IRT)

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NEEDS ASSESSMENT
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EA 010 538

TABLE OF CONTENTS

INTRODUCTION 1

SECTION I: INSTRUMENT EVALUATION PROCEDURES 2

SECTION II: INSTRUMENT DESCRIPTIONS 4

- Explanation of Descriptions 4
- Descriptions of 23 Instruments 5
- The Center for the Study of Evaluation (CSE) Elementary School Evaluation Kit: Needs Assessment 5
- Pupil Perceived Needs Assessment Package 7
- Workshop Packet for Educational Goals and Objectives 9
- Alameda County Needs Assessment Model 11
- Atlanta Assessment Project 13
- Developing a Workable Needs Assessment Process 15
- Educational Needs Assessment 17
- Establishing Educational Priorities through the Illinois Problems Index 18
- Fresno County Needs Assessment Process 20
- Needs Assessment Kit 22
- A Needs Assessment Process Guide 23
- Next Step 25
- The Beverly Hills Community Looks at Its Schools 26
- Community Questionnaire 27
- Educational Needs Assessment 28
- Educational Needs Assessment 29
- Educational Needs Assessments 31
- Educational Values Assessment Questionnaire 32
- General Needs Assessment 33
- The Minden Public Schools Objectives Poll 35
- Monticello Needs Assessment Committee Questionnaire 36
- School Climate Profile 37
- Student Opinion Inventory 38

SECTION III: CHART OF INSTRUMENT CHARACTERISTICS 39

APPENDIX: DIRECTORY OF SOURCES 43

INTRODUCTION

Purpose of the Compendium

The Needs Assessment Compendium has been developed for the purpose of providing Rhode Island school districts in the Local Planning and Assessment Process (LPAP) with a means for selecting or developing a needs assessment instrument. Contained within this manual are descriptive summaries of various approaches for conducting needs assessments that were undertaken by local, state, and commercial agencies throughout the nation.

School districts in LPAP can employ one of these methods directly or use these materials for guidance in constructing their own surveys. A deliberate attempt was made to include a variety of instruments so that local systems can see the different types of methods and procedures that can be employed.

All the instruments reviewed in this document and those referenced in the appendix can be obtained at the Dissemination Services Unit of the Rhode Island Department of Education (RIDE).

Background

The instruments described in the compendium were located through literature and ERIC searches and by contacting selected local, state, federal, and commercial educational agencies. In particular, the National Assessment of Educational Progress of the Education Commission of the States was helpful in providing sources for useful needs assessment instruments. During the development of the compendium, 73 instruments were initially reviewed and evaluated; 23 of these were judged useful and have been included in this manual. Three of these instruments are kits which provide the user with "hands on" experiences; nine are models which describe step-by-step processes for conducting the survey; and 11 are simply questionnaires that were used to determine educational needs. In the appendix, a listing of all the identified instruments with the addresses of the sources is presented.

Structure of the Compendium

The Needs Assessment Compendium is divided into three sections:

Section I discusses the evaluation standards that were employed to select the instruments for inclusion in this document.

Section II contains descriptive summaries of the 23 instruments selected and an explanation of the terms used for each description.

Section III offers a chart that shows the characteristics of the 23 instruments in an abbreviated format.

SECTION I: INSTRUMENT EVALUATION PROCEDURES

In order to review and evaluate the instruments identified through the searches, various criteria were developed to serve as measurement standards. Two slightly different lists of standards, one for the selection of needs assessment models and kits and one for the selection of questionnaires, were constructed. The standards set forth for kits and models represent important concerns for assessing the quality of a needs assessment process, and thus they vary somewhat from the standards established for questionnaires which evaluate a finished product.

The criteria which provided a basis for the selection of kits and models are as follows:

1. A statement of purpose
2. An explanation of the development of the process
3. The representativeness of the participants
4. The identification of responsibilities for the needs assessment committee members
5. The interrelationship of all phases
6. The sufficiency and clarity of the material
7. A statement on sampling strategy
8. A method for data collection
9. The types of data collected
10. A method for verifying perceived needs
11. An indication of field testing
12. A time estimate
13. A cost estimate
14. A statement on interpreting the results
15. A statement on reporting the results
16. The relationship of the survey to other educational programs

The criteria which provided a basis for the selection of questionnaires are as follows:

1. A statement of purpose
2. An explanation of the development of the questionnaire
3. The representativeness of the respondents
4. The presence of demographic information on the respondents
5. The sufficiency and clarity of the material
6. A statement on sampling strategy
7. A method for data collection
8. The types of data collected
9. A method for verifying perceived needs
10. An indication of field testing
11. An indication of validity and reliability tests
12. A time estimate
13. A cost estimate
14. A statement on interpreting the results
15. A statement on reporting the results
16. The relationship of the survey to other educational programs

SECTION II: INSTRUMENT DESCRIPTIONS

Explanation of Descriptions

In this section of the compendium, descriptive summaries of 23 needs assessment instruments used by selected local, state, and commercial agencies are presented. For each of these instruments, 10 different characteristics are described. These characteristics are defined in the following manner:

TITLE	The name given by the contact source to identify the instrument and the year that it was first administered.
TYPE	The kind of instrument, i.e., kit, model, or questionnaire.
SOURCE	The original user or developer of the instrument. Some of the instruments have been developed by a commercial agency under contract to a public educational system. In these cases, the owner of the instrument is listed.
COST	The expense for obtaining the instrument. Frequently, one public educational agency will send to another such agency a sample copy of its instrument and related materials free of charge or for a nominal mailing fee. Volume requests for these instruments, however, will likely necessitate substantial duplication costs.
TIME FOR THE PROCESS	The amount of time required for the conduct of the needs assessment survey as estimated by the original user/developer. For all the instruments included in the compendium, ranges in time estimates are given because the length of the process will vary according to such factors as type of assessment process, committee participation, sample size, questionnaire format, and data collection and analysis methods.
MATERIALS PROVIDED	The instruments, questionnaires, descriptive booklets, and/or related materials available through the contact source.
PURPOSE	The stated objective of the needs assessment survey as presented in the instrument.
DESCRIPTION	A brief listing and explanation of the components of the process and/or contents of the instrument. The description covers matters such as scope and focus of the survey, steps of the process, participants and/or respondents, questionnaire format, data collection and interpretation methods, outcome measures obtainable, and commercial services available.
DATA ANALYSIS	The methods by which the information collected through the needs assessment survey can be analyzed.
RELATIONSHIP TO LARGER PLANNING EFFORT	The relationship between the described needs assessment activity and other concurrent or subsequent educational programs of the contact source.

TITLE The Center for the Study of Evaluation (CSE) Elementary School Evaluation Kit: Needs Assessment (1972)

TYPE Kit

SOURCE Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210
(617) 482-9220

COST $100.00

TIME FOR THE PROCESS Three to five months

MATERIALS PROVIDED

A Guidebook for the CSE Elementary School Evaluation Kit Needs Assessment

Ten sets of 106 goal cards for teachers and parents (each card contains an elementary education goal and a few examples)

Six sets of 106 goal cards for principals (each card contains an elementary education goal and a few examples)

Ten sets of rating mats

Fifty rating recording forms

Forty-eight questionnaires containing the 106 goals (to be used for a mail survey)

PURPOSE The CSE kit was developed to help educators determine elementary school educational goals in their community, measure the success of meeting these goals, communicate the findings of the survey to the public, and make policy decisions for the improvement of the school system.

DESCRIPTION The CSE needs assessment kit is the first of five CSE kits which aim to help a local school district to conduct needs assessments, plan educational programs, implement the programs, and then evaluate those programs in both formative and summative stages. The process outlined in the needs assessment kit consists of the following steps:

1. Determination of elementary school educational goals through the needs assessment activity
2. Selection and administration of standardized tests to verify the results of the needs assessment
3. Analysis of the results of the standardized tests
4. Determination of priority needs by comparing the results of the needs assessment survey to the results of the standardized tests

The 106 CSE goals are grouped into these areas:

1. Affective concerns
2. Arts and crafts
3. General cognitive ability
4. Foreign language
5. Language arts
6. Mathematics
7. Music
8. Physical education, health, and safety
9. Reading
10. Religion
11. Science
12. Social Studies

The guidebook of the kit provides useful information on organizing needs assessment committees, selecting respondents for a questionnaire, administering the goal selection process, selecting standardized tests to verify perceived needs, interpreting test scores, determining priority needs, and other matters.

DATA ANALYSIS

The CSE goals are rated only on a five-point importance scale. The guidebook presents a method for determining need statistically by comparing needs assessment results with testing results.

RELATIONSHIP TO LARGER PLANNING EFFORT

The CSE needs assessment kit is part of a series of kits developed by the Center for the Study of Evaluation designed to help local educators manage their educational resources.

TITLE Pupil-Perceived Needs Assessment Package (1973)

TYPE Kit

SOURCE Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100

COST $25.00

TIME FOR THE PROCESS Two weeks to several months depending on the size and scope of the assessment.

MATERIALS PROVIDED A six-unit series of booklets containing explanations, worksheets, and sample forms for all phases of the process.

An audio tape which presents a theoretic framework for needs assessment surveys.

PURPOSE The Pupil-Perceived Needs Assessment Project (PPNAP) is designed to serve as a guide in the development, administration, and interpretation of a needs assessment survey.

DESCRIPTION The kit contains the following booklets:

1. **An Introduction**
2. **Planning a Pupil-Perceived Needs Assessment Project**
3. **How to Develop a Pupil-Perceived Needs Assessment Indicator**
4. **Administration of the Pupil-Perceived Needs Indicator**
5. **Data Processing for the Pupil-Perceived Needs Indicator**
6. **Analyzing and Reporting the Pupil-Perceived Needs Assessment Data**

Each of these booklets presents a brief but thorough discussion on the major components of the process. Numerous worksheets, charts, and checklists are provided which the user may duplicate. The kit is constructed so that its user may conduct a needs assessment survey with materials that promote a direct "hands on" experience.

DATA ANALYSIS Rating scale responses are simply tallied and reported by frequency or percentage. Methods are provided for categorizing, classifying, and summarizing responses to open-ended questions. Importance, attainment, and need indices can be calculated, Need indices for open-ended questions can also be obtained through direct measurement.

RELATIONSHIP TO LARGER PLANNING EFFORTS

The PPNAP is designed primarily to assist a school district in the identification of problem areas. Materials relating these identified needs to larger planning efforts are not provided in this kit, but additional materials and/or consultants from Research for Better Schools can be obtained or employed by the local district.

TITLE Workshop Packet for Educational Goals and Objectives

TYPE Kit

SOURCE Phi Delta Kappa, Inc.
Eighth and Union Streets
Box 789
Bloomington, Indiana 97401
(812) 339-1156

COST Total cost for one kit of educational goals and objectives (includes various administrator's manuals, rating sheets, answer forms, etc.) is $70.00. Sample materials are available for $3.00. Additional pamphlets and manuals relating to educational planning are nominally priced from $.50 to $5.50. Scoring services for the goal attainment tests cost $.75 per individual test.

TIME FOR THE PROCESS Six to twelve months to develop program performance objectives.

MATERIALS PROVIDED

Administrator's Manual for Phases I and II: Determining Educational Needs and Translating Needs into Performance Objectives

Administrator's Manual for Phase III: The Educational Planning Model

A Programmed Course for Writing of Performance Objectives

Samples of various educational goal attainment tests

Related literature, worksheets, and instructional pamphlets

PURPOSE The Phi Delta Kappa (PDK) kit provides the necessary materials and aids so that a school district can undertake a thorough goal determination, needs assessment, and instructional objectives development process.

DESCRIPTION The process outlined in the PDK kit involves more than a needs assessment activity. In Phase I, the user of the kit is shown how to:

1. structure representative committees;
2. determine the educational goals of the community;
3. obtain the perceived educational needs via surveying professional staff, community members, and students; and
4. prioritize those needs.

If the questionnaire provided by the PDK kit is used, then the needs identified are at the level of educational goals. Otherwise, an LEA may use its own questionnaire to measure more specific needs.

Phase II is concerned with the translation of the determined needs into specific performance objectives for all schools. Directions for conducting workshops on writing performance objectives are also provided

Finally, Phase III covers the implementation of the performance objectives into workable programs. In addition to the manuals, for all phases numerous worksheets, checklists, sample materials, timelines, charts, examples, and recommendations are provided.

The PDK kit includes a list of 18 very general goals which may be used, or locally developed goals may be substituted. In either case, the goals are ranked only on a 15-point attainment scale.

DATA ANALYSIS

If the PDK needs assessment questionnaire is used, only an analysis of attainment can be determined. If the questionnaire is locally developed, then indices of importance, attainment, and need are possible.

RELATIONSHIP TO LARGER PLANNING EFFORT

With the PDK kit the needs assessment activity is part of a general process for the setting of goals, determination of need based on these goals, and the implementation of school programs. Moreover, the user is also shown how to monitor and evaluate the effectiveness of the programs.

TITLE Alameda County Needs Assessment Model (1977)

TYPE Model including questionnaire

SOURCE
Alameda County Schools
685 A Street
Hayward, California 94541
(915) 881-6281

COST Estimated cost of complete service (materials and data processing) for 1,000 students: $550.00

TIME FOR THE PROCESS Eight to ten weeks

MATERIALS PROVIDED

Needs Assessment Manual

Student Survey Instruction Booklet

Various questionnaires (according to order)

Data collection forms

PURPOSE The Alameda County Needs Assessment Model (ACNAM) seeks to assist a local school district in determining educational needs and priorities via a systematic process.

DESCRIPTION The ACNAM process involves the following major activities:

1. Planning the assessment survey
2. Developing objectives and instruments to measure those objectives
3. Administering the questionnaires
4. Collecting the data
5. Analyzing the data
6. Reporting the results

In the user's manual, discussions for conducting each of these phases are provided. Checklists, graphs, and matrices are included to assist the user.

The process is designed to produce questionnaires which assess instructional activities, school support activities, student attitudes, school climate, home/school communication, and other matters. Data collected through the questionnaires can be combined with standardized testing data and other school and student measures. Procedures for interpreting the results are also presented.

DATA ANALYSIS

Data collected from the questionnaires can be analyzed by the local school district or by Alameda County Schools under contract. Importance, attainment, school responsibility, and need indices can be calculated.

RELATIONSHIP TO LARGER PLANNING EFFORT

In developing this model, the Alameda County Schools did not purposely try to relate it to other major school activities. However, because of the flexibility of this process, it can easily be coordinated with compatible programs.

TITLE Atlanta Assessment Project (1975)

TYPE Model including questionnaire

SOURCE Atlanta Assessment Project
Instructional Services Center
2930 Forrest Hill Drive SW
Atlanta, Georgia 30315
(404) 761-5411

COST None for sample materials

TIME FOR THE PROCESS Six to ten weeks

MATERIALS PROVIDED **Assessing Educational Needs to Achieve Relevancy** (a descriptive pamphlet)

Sample questionnaire

Various papers on determining educational goals

PURPOSE The Atlanta Assessment Project (AAP) sought to determine (1) what young people would need to know, do, and value in order to cope with life ten years in the future and (2) how well prepared young people in Atlanta presently were in order to achieve these matters.

DESCRIPTION Primarily, the AAP is a goal determination process. However, in addition to the establishment of educational goals, the AAP also developed a series of objective-based criterion-referenced tests to measure student ability. In all, 96 different test forms containing 3,600 items measuring nearly 700 classroom level objectives were constructed. These objectives represent 120 goals in 14 goal areas.

For this program, the 120 goals were determined in the following manner: a questionnaire containing more than 130 goals was distributed to 1,100 community leaders, educators, and high school students on three occasions according to the procedures of the Delphi technique. Respondents rated these goals on a six point importance scale. The questionnaire was distributed three times with the results of the first two administrations made known to the respondents so that a consensus could be obtained.

The final 120 goal statements derived are grouped under the following categories:

1. Communication Skills
2. Personal Development (Self-Understanding, Career Development, Preparation for Lifelong Learning, and Preparation for Leisure)

3. Life Skills (Preparation for Managing Health, Preparation for Managing the Environment, Preparation for Managing Personal Finances, and Problem Solving)

4. Social Development (Preparation for Citizenship and Preparation for Family Life)

5. Academic Skills (Social Sciences, Mathematics, and Science and Technology)

DATA ANALYSIS

Only an index of importance can be calculated from this questionnaire.

RELATIONSHIP TO LARGER PLANNING EFFORT

The goal setting process of the Atlanta Assessment Project is closely related to an overall planning and evaluation program designed to assess the current educational status of students in the school district.

TITLE	Developing a Workable Needs Assessment Process (1977)
TYPE	Model
SOURCE	Office of the Los Angeles County Superintendent of Schools Los Angeles, California (213) 922-6111
COST	None for sample materials
TIME FOR THE PROCESS	Three to four months
MATERIALS PROVIDED	**Developing a Workable Needs Assessment Process** (a manual of operations)
PURPOSE	The Developing a Workable Needs Assessment Process (DWNAP) model has been developed to teach educators how to implement a needs assessment project. It is designed to be used in conjunction with needs assessment instruction workshops.
DESCRIPTION	The DWNAP model consists of four sections: Section I: Rationale for Including Needs Assessment in the Program Cycle; Section II: Steps in Conducting a Needs Assessment; Section III: Common Errors Made When Conducting Educational Needs Assessment and Suggested Alternatives; and Section IV: Introduction to the Workshop. Section I briefly describes the rationale for conducting a needs assessment process. The process is seen as essential in generating sound planning and as a means of satisfying funding accountability requirements. Section II consists of a 15-step process that begins with the determination of the scope and possible outcomes of the program and includes steps on goal determination and prioritization; data collection; need determination; identification of possible causes of needs; learning objectives development; and the development, implementation, and evaluation of programs to meet the needs. Section III delineates commonly made errors in a needs assessment project with respect to technical characteristics, staffing, and community involvement. Section IV presents activities and exercises designed to be employed during a workshop. These include goal setting, construction of scales, selection of a needs assessment instrument, evaluation of related instruments, development of an assessment questionnaire, and the summarization and reporting of data.
DATA ANALYSIS	Since no specific questionnaire is recommended, the data collected will be analyzed in accordance with the response format of the questionnaire which the user develops.

RELATIONSHIP TO LARGER PLANNING EFFORT

Applications of the needs assessment process to other educational programs depend on the requirements of individual users. Technical assistance is provided by the Los Angeles County Schools.

TITLE	Educational Needs Assessment (1975)
TYPE	Model
SOURCE	Northeastern Educational Intermediate Unit Scranton, Pennsylvania (717) 334-9200
COST	None for sample booklet
TIME FOR THE PROCESS	Six to nine months
MATERIALS PROVIDED	**Needs Assessment** (a manual of operations)
PURPOSE	This manual aims to provide a simplified method for local school districts to conduct an educational needs assessment activity.
DESCRIPTION	The manual presents in an abbreviated format six major steps for managing the process. Step one defines educational goals and shows how to identify appropriate ones. Step two shows how to translate broad goals into specific program objectives, how a survey questionnaire can be designed, and how to sample a random population in the community. Step three covers the analysis and ranking of objectives with respect to perceived need. In step four, the matter of testing students to validate the needs assessment survey is addressed. Step five discusses the measurement of discrepancies between "what should be" and "what is." Finally, in step six, a method for prioritizing needs is presented. The manual has appendices with examples, references, charts, and evaluation criteria for the user's assistance.
DATA ANALYSIS	Because no specific questionnaire format for assessing needs is recommended in the manual, an analysis of the data will depend on the user's interests.
RELATIONSHIP TO LARGER PLANNING EFFORTS	Relationships to other educational programs depend on the objectives of local school systems. None are presented in the model.

TITLE Establishing Educational Priorities through the Illinois Problems Index (1977)

TYPE Model including questionnaires

SOURCE Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-2221

COST None for sample materials

TIME FOR THE PROCESS Two to six months depending on the comprehensiveness of the survey

MATERIALS PROVIDED **Illinois Problems Index User's Manual**

Illinois Problems Index Survey Instruments

PURPOSE The Illinois Problems Index (IPI) enables the local district to identify educational problems as perceived by various groups within the community and to assess the extent to which one should work towards solving such problems.

DESCRIPTION The IPI consists of a user's manual and three survey instruments. The User's Manual is a thorough guide book intended to assist the user in the organization of needs assessment committees, the administration of the instruments, the analysis of the data, and the reporting of the results. Numerous figures, charts, and worksheets are included.

Survey Instrument I contains a listing of 50 general problem categories and requests the respondent to indicate:

1. whether each category is an important area in which specific problems should be identified and

2. the relative importance of the specific problems in that category.

Responses are made on three- and four-point scales respectively. Examples of problem categories include curriculum and instruction in basic skills, special educational services, resources and supportive services, planning and development of programs, educational administration, and research and evaluation.

Instrument II contains specific problem statements for each of the problem categories identified in Instrument I. Respondents are asked to indicate whether the statement represents a problem, the grade level(s) at which the problem occurs, and the source of evidence used for these judgments. This instrument consists of 101 pages with approximately eight problems per page and is comprehensive enough to allow respondents to select items from all 50 general problem areas.

Instrument III will then be derived by taking the high priority specific problem items identified from Instrument II, setting them down in questionnaire form, and requesting respondents to indicate the extent to which district resources should be allocated to each specific problem area.

DATA ANALYSIS

The IPI Manual recommends the use of percentages and average ratings of importance for each of the problem areas and problems listed on the instruments. The average ratings of importance are obtained by summing up the ratings for each category and dividing by the number of respondents.

RELATIONSHIP TO LARGER PLANNING EFFORT

The IPI is an instrument developed by a state educational agency which can be employed for measuring needs at the local level. Relationships to plans and programs of local districts depend on the objectives of those communities. The state agency provides technical assistance where necessary, and data are also collected for state purposes.

TITLE	Fresno County Needs Assessment Process (1972)
TYPE	Model
SOURCE	Fresno County Department of Education Fresno, California (209) 488-3337
COST	None for sample materials
TIME FOR THE PROCESS	Two to four months
MATERIALS PROVIDED	**The School and Community: Partners in Education** (a manual for conducting a needs assessment survey and setting goals) **From Goals to Action** (a manual for planning, implementing, and evaluating programs which address predetermined needs) **Evaluation and Assessment of the Performance of Certified Personnel** (an administrator's manual concerned with the relationship of the overall process and personnel competency) Related pamphlets and process charts
PURPOSE	The Fresno County model provides its users with procedures for determining needs, setting goals and objectives, planning and implementing programs, and evaluating those programs.
DESCRIPTION	The Fresno County model is designed to permit maximum participation from community groups and school personnel. Frequent meetings are arranged in the process so that the expression of educational needs can emanate from all possible sources. Employing a modification of the Delphi method, the Fresno model requests participants at the initial group meetings to "identify things that are keeping our schools from doing the job they should do." During later sessions, participants are asked to "identify things that the school should be doing for students." In each case, these recommendations are written on cards, discussed, and revised at subsequent meetings. Finally, both sets of ideas are rank ordered in terms of importance, and through a discrepancy analysis, a central committee will derive the needs of the school district. Thus, needs are not determined through a questionnaire survey but through a series of public meetings and committee sessions. The Fresno model is somewhat unique in that needs are determined prior to the establishment of educational goals. Once the needs of the community are clearly prescribed, then a central committee will convert those need statements into general goals. Eventually, specific classroom level instructional objectives can be developed.

DATA ANALYSIS

In this model, data analysis occurs only during group discussions. Priority needs are set through consensus opinion on ranked judgments. Statistical analyses as such do not occur during the model.

RELATIONSHIP TO LARGER PLANNING EFFORT

The needs assessment phase of the model is incorporated into an overall program of planning and evaluation. Statements of need are used to generate goals which, in turn, produce program objectives. After their implementation, these programs will be evaluated and the process can recycle with new statements of need.

TITLE	Needs Assessment Kit (1975)
TYPE	Model including questionnaires
SOURCE	The Diagnostic and Prescriptive Center for Educational Environments 1210 13th Street Parkersburg, West Virginia 26101 (304) 485-6511
COST	None for sample materials
TIME FOR THE PROCESS	Four to eight weeks
MATERIALS PROVIDED	Needs Assessment Kit (a collection of booklets on the process)
PURPOSE	The DPCEE model aims to provide a structural framework for regional, county, and school needs assessment projects.
DESCRIPTION	The DPCEE package contains booklets which discuss methods for identifying needs, estimating future enrollment figures, and developing and/or selecting needs assessment instruments. The process outlined describes procedures for obtaining information on educational needs from group meetings, testing results, school and pupil data, questionnaires, interviews and observations. Input from school administrators, staff, students, parents, and the general public is recommended. Thirty-three different questionnaires ranging in content from school grounds to staff interaction and teaching style can also be ordered.
DATA ANALYSIS	Indices of importance, attainment, and need are obtained through a ranking system.
RELATIONSHIP TO LARGER PLANNING EFFORT	Consultant services are obtainable through the DPCEE for relating the needs assessment activity to other educational activities.

TITLE A Needs Assessment Process Guide (1976)

TYPE Model including questionnaires

SOURCE New Mexico Department of Education
Education Building
Santa Fe, New Mexico 87501
(505) 982-2631

COST None for sample materials

TIME FOR THE PROCESS Four to eight months

MATERIALS PROVIDED **A Needs Assessment Process Guide** (a manual of operations)

PURPOSE The Needs Assessment Process Guide was developed by the New Mexico Department of Education for use by local school districts throughout the state.

DESCRIPTION The manual is divided into ten chapters which discuss the following matters:

1. A definition of needs assessment and a statement on how the process provides a data base for decision-making
2. The purpose of an educational needs assessment and the kinds of information that can be obtained
3. The use of the results to improve school standards
4. The organization of needs assessment committees, their components, lines of communication, and responsibilities
5. The major steps of a typical needs assessment survey
6. The design of questionnaire instruments, item writing, response formats, and sampling procedures
7. Data analysis methods
8. Procedures for prioritizing the derived needs
9. The relationship between needs assessment activities and overall educational program planning
10. A checklist so that the user of the manual can evaluate the completed needs assessment activity

In addition to the process discussion, several general instruments (basic skills, school environment, etc.) and highly specific instruments (counseling services, library services, etc.) used in local districts are included in the manual.

DATA ANALYSIS

Because no one questionnaire structure is recommended, the analysis of the data collected will vary.

RELATIONSHIP TO LARGER PLANNING EFFORT

The Needs Assessment Process Guide has been used by New Mexico school districts to determine their educational needs for the Minimum Educational Standards for New Mexico Schools program, mandated in 1974 by the State Board of Education. Relating the needs assessment survey to other educational programs, as discussed in Chapter 9 of the manual, varies according to local school district purposes.

TITLE	Next Step (1973)
TYPE	Model
SOURCE	Worldwide Education and Research Institute 2315 Stringham Avenue Salt Lake City, Utah 84109
COST	$55.00 for all materials
TIME FOR THE PROCESS	Two to five months
MATERIALS PROVIDED	**Planning and Quality Assurance for the Needs Assessment** **Converting Educational Needs into Goals and Objectives** **Needs Assessment Source Book** **Developing an Operational Philosophy of Education** **Basic Program in Educational Planning and Problem Solving**
PURPOSE	The model provides training materials which will aid a local school district in conducting a needs assessment.
DESCRIPTION	The process advocated through this model places strong emphasis on the involvement of the general public. The manuals stress methods for contacting the public, selecting committee members, conducting meetings and workshops, scheduling activities, and evaluating progress. Discussions are supported with examples and charts to show the user how to manage the operation. Needs determined through this model will relate only to broad educational concerns and not to particular problems within a given school. Once such needs are established, then the local school district develops general goals and specific program objectives to meet those needs. The manuals of the series also illustrate procedures for converting needs into the goals and objectives. The Needs Assessment Source Book provides examples of organizational structure, correspondence, sampling procedures, questionnaire instruments, and results presentations from several school districts.
DATA ANALYSIS	Since the model does not recommend a specific questionnaire format, data analysis is dependent on the user's questionnaire.
RELATIONSHIP TO LARGER PLANNING EFFORT	The needs assessment survey presented in this model is part of a broad process involving the development of an educational philosophy, the establishment of goal and program objectives, the evaluation of those programs, and the overall management of that process.

TITLE	The Beverly Hills Community Looks at Its Schools (1972)
TYPE	Questionnaire
SOURCE	Beverly Hills Unified School District 255 South Lasky Drive Beverly Hills, California 90212 (213) 277-5900
COST	None for sample questionnaire
TIME FOR THE PROCESS	Two to five weeks
MATERIALS PROVIDED	**The Beverly Hills Community Looks at Its Schools** (a questionnaire)
PURPOSE	The questionnaire is designed to provide information on a variety of conditions so that a local school district can appropriately determine its educational needs.
DESCRIPTION	The Beverly Hills questionnaire contains three distinct sections. The first asks respondents to rate 48 goal statements on a three-point scale with respect to importance. The second lists 20 goals and requests the respondent to rate the school's responsibility for effecting each on a three-point scale. In the third section, a four-point rating system asks the respondent to indicate his/her degree of agreement with 26 general educational statements covering such diverse matters as budget expenditures, pupil/teacher ratio, and homework assignments. The questionnaire was presented to students, parents, school employees, and the general public.
DATA ANALYSIS	Indices of goal identification, goal attainment, and school responsibility are possible.
RELATIONSHIP TO LARGER PLANNING EFFORT	This questionnaire was employed primarily as a tool for determining budget allocations.

TITLE	Community Questionnaire (1973, 1974)
TYPE	Questionnaire
SOURCE	Charleston Public Schools 3 Chisolm Street Charleston, SC 29401 (803) 722-8461
COST	None for sample questionnaire
TIME FOR THE PROCESS	Two to five weeks
MATERIALS PROVIDED	**Community Questionnaire** (a questionnaire)
PURPOSE	The questionnaire is designed to provide information on student learning outcomes, faculty and staff needs, and the learning environment.
DESCRIPTION	The Community Questionnaire consists of 90 items divided into two sections. Section I includes 63 items relating to faculty and staff needs and the learning environment. Respondents rate these items on five-point scales measuring importance and attainment. Section II presents 27 more general goal statements covering student learning outcomes and the learning environment to the respondent. These items are also ranked on five-point importance and attainment scales. The 1973 and 1974 questionnaires were distributed only to the general public.
DATA ANALYSIS	No specific procedure is recommended, but indices of goal importance, attainment, and need are possible.
RELATIONSHIP TO LARGER PLANNING EFFORT	The results of the surveys were employed to develop new curricula for all schools in the system. This needs assessment study is not part of an ongoing process.

TITLE	Educational Needs Assessment (1976)
TYPE	Questionnaire
SOURCE	Arizona Department of Education 1535 West Jefferson Street Phoenix, Arizona 85007 (602) 271-5695
COST	None for sample materials
TIME FOR THE PROCESS	Two to five weeks
MATERIALS PROVIDED	**Educational Needs Assessment Handbook** (a manual of operations) A flyer on how to identify needs without causing conflict within a community.
PURPOSE	The Educational Needs Assessment materials were developed by the Arizona state education agency to be used by local school districts.
DESCRIPTION	The handbook presents suggestions on the formation and responsibilities of local needs assessment committees. The enclosed questionnaire contains 25 items on student learning outcomes covering matters such as basic skills competence, health habits, and personal attitudes. Each statement is rated by the respondent on a five-point scale with respect to importance, achievement, and school responsibility. The instrument was administered to students, school staff, and the general public.
DATA ANALYSIS	Importance, attainment, and need indices can be calculated. By combining responses needs can be ranked.
RELATIONSHIP TO LARGER PLANNING EFFORT	Use of the needs assessment surveys depends on the purposes of local school districts. For this needs assessment activity, the Arizona Department of Education provided considerable technical assistance to help the districts with major program activities.

TITLE Educational Needs Assessment (1973)

TYPE Questionnaire

SOURCE Westinghouse Learning Corporation
P.O. Box 30
Iowa City, Iowa 52240
(319) 356-3011

COST Costs are as follows:

1. $.15 per questionnaire booklet
2. $300.00 plus $.45 per participant for scoring
3. Optional services are available including the substitution of local goals for the Westinghouse goals

TIME FOR THE PROCESS One to two months

MATERIALS PROVIDED **Educational Needs Assessment** (a manual of directions including the questionnaire)

PURPOSE The Westinghouse questionnaire is recommended as a means for assessing the present status of general educational goals within a school system. Its function is to assist school planners in the determination of their needs with respect to student learning outcomes and the learning environment.

DESCRIPTION The questionnaire can be directed toward students, educators, community members, and others. The respondents rank 50 general goal statements on the dimensions of importance, attainment, and school responsibility. Each goal statement is qualified with several examples. A checklist of an additional 31 items is also included with the request that respondents indicate their satisfaction or dissatisfaction with particular issues.

Moreover, respondents are also asked to record a favorable or unfavorable opinion in regard to budget reductions on 16 items. Westinghouse processes the questionnaires and reports the results in a modified computer printout format.

DATA ANALYSIS Westinghouse offers the following assessment measures:

1. Indices of goal importance
2. Indices of goal attainment
3. Indices of school responsibility
4. Indices of need
5. Indices of various checklist items (e.g. budget allocations)

RELATIONSHIP TO LARGER PLANNING EFFORT

The Westinghouse needs assessment process can be related to a broader educational planning and development program. Educational consultants from the company can be hired to assist the local school district in this activity.

TITLE	Educational Needs Assessments (1977)
TYPE	Questionnaire
SOURCE	Wisconsin Department of Public Instruction 126 Langdon Street Madison, Wisconsin 53702 (608) 266-2146
COST	None for sample materials
TIME FOR THE PROCESS	One to two months
MATERIALS PROVIDED	**Educational Needs Assessments** (a collection of questionnaires)
PURPOSE	These educational needs assessment questionnaires were developed by the Wisconsin Department of Public Instruction and are intended for use by local school districts.
DESCRIPTION	The questionnaires vary considerably in purpose, content, format, method, and audience. For example, one was directed only to the general public and sought desirability and attainment responses relating to basic skills and environmental concerns in the junior and senior high schools. Another administered to teachers and parents of public school children sought only a measure of the present status of general curricular goals (teaching of American democracy) and non-curricular goals (school lunch services) in all schools.
DATA ANALYSIS	Data analysis will be dependent on the response format of the questionnaire.
RELATIONSHIP TO LARGER PLANNING EFFORT	In some communities there is clear indication of a broad-based planning and assessment program. The needs assessment surveys therefore have an integral role in these efforts. In other communities there is no documented use of the needs assessment survey results.

TITLE	Educational Values Assessment Questionnaire (1973)
TYPE	Questionnaire
SOURCE	Behavioral Publications 2852 Broadway Morningside Heights New York, New York 10025 (212) 243-6000
COST	$4.00 for sample materials
TIME FOR THE PROCESS	Two to five weeks
MATERIALS PROVIDED	**Educational Values Assessment Questionnaire** (a manual for administration, scoring, and data analysis) Sample questionnaire
PURPOSE	The Educational Values Assessment Questionnaire (EVA) is designed to determine the educational values of both individuals and groups.
DESCRIPTION	The EVA questionnaire consists of 80 items to be rated by the respondent on a seven-point importance scale. Items are concerned with the learning environment, staffing needs, curriculum, discipline, and school facilities.
DATA ANALYSIS	Simple averaging is suggested to obtain indices of importance only.
RELATIONSHIP TO LARGER PLANNING EFFORT	No attempt was made by Behavioral Publications to relate this questionnaire to other educational programs. Such relationships would depend on the requirements of each school district.

TITLE General Needs Assessment (1971)

TYPE Questionnaire

SOURCE Bucks County Public Schools
Doylestown, Pennsylvania
(215) 348-2940

COST None for sample questionnaires

TIME FOR THE PROCESS Two to five weeks

MATERIALS PROVIDED **General Needs Assessment** (a booklet discussing the purpose of a needs assessment, instructions on using the instruments, and the actual questionnaire)

PURPOSE The questionnaire proposes to conduct an educational needs assessment corresponding to procedures specified during the initial phase of the Goals for Quality Education program of the Pennsylvania Department of Education.

DESCRIPTION The booklet briefly describes the relationship of the Bucks County effort to the Pennsylvania state department framework. The enclosed questionnaire consists of 63 goal statements which are grouped according to the ten major goal areas for quality education adopted by the Pennsylvania State Board of Education. These major areas are as follows:

1. Self-Understanding
2. Understanding Others
3. Basic Skills
4. Interest in School and Learning
5. Good Citizenship
6. Good Health Habits
7. Creativity
8. Vocational Development
9. Understanding Human Accomplishment
10. Preparation for a Changing World

On the questionnaire the major goal areas are defined and each of the 63 statements is qualified with descriptors. The respondents, who may be students, teachers, parents, and the general public, rate each of the statements only on a five-point importance scale.

DATA ANALYSIS	Data can be analyzed only with respect to an index of importance.
RELATIONSHIP TO LARGER PLANNING EFFORT	The General Needs Assessment questionnaire represents only the initial phase of a project which aims to measure the effectiveness of educational programs. This questionnaire provided direction for that project.

TITLE The Minden Public School Objectives Poll (1972, 1973)

TYPE Questionnaire

SOURCE
Minden Public Schools
District R-3
520 West Third Street
Post Office Box 301
Minden, Nebraska 68959
(308) 832-2567

COST None for sample questionnaires

TIME FOR THE PROCESS Two to five weeks

MATERIALS PROVIDED **The Objectives Poll** (a questionnaire)

PURPOSE The Minden Objectives Poll is designed to gather opinions from students, educators, and citizens on student educational goals and a school system's responsibility for helping students to reach these goals.

DESCRIPTION The 1972 Objectives Poll questionnaire consists of 45 general goal statements to be ranked on a five-point scale measuring importance and school responsibility.

The 1973 questionnaire presents 37 goal statements to be ranked on a five-point scale covering importance only. For both surveys, the goal statements are concerned with the following matters:

1. Understanding self and others
2. Developing communication skills
3. Becoming self-reliant
4. Understanding democratic goals and principles
5. Problem solving
6. Developing a values system

The questionnaires were directed at students, educators, and the general public.

DATA ANALYSIS No method is recommended, but responses can be ranked according to importance and school responsibility.

RELATIONSHIP TO LARGER PLANNING EFFORT The Minden School System used the results of the needs assessment survey to develop a general educational philosophy, to construct and evaluate new curricula, and to develop classroom level objectives consistent with the identified priority goals.

TITLE	Monticello Needs Assessment Committee Questionnaire (1976)
TYPE	Questionnaire
SOURCE	Monticello Public Schools Joint District No. 3 312 South Main Street Monticello, Wisconsin 53570 (608) 938-4194
COST	None for sample materials
TIME FOR THE PROCESS	Two to four weeks
MATERIALS PROVIDED	**Monticello Needs Assessment Questionnaire** (a questionnaire)
PURPOSE	The questionnaire is designed to obtain opinions from the community on student learning outcomes and the learning environment of schools.
DESCRIPTION	The Monticello Needs Assessment Committee Questionnaire consists of 99 items relating to guidance and counseling, extra-curricular activities, discipline, communication, reading, language arts, science, mathematics, music, social science skills, and physical education. Items are rated on two five-point scales which direct the respondent to indicate the extent to which the school system is meeting each goal and the extent to which the school should address these goals. The questionnaire also requests the respondent to indicate which courses should be included in the junior and senior high school curricula.
DATA ANALYSIS	While no specific procedure is recommended, the user can easily obtain direct measures of attainment and desired attainment and a derived measure of need.
RELATIONSHIP TO LARGER PLANNING EFFORT	As a result of the needs assessment survey, new curricula were developed, a teacher evaluation program was initiated, and the need for an additional school building was identified. This study was conducted only on a one-time basis.

TITLE	School Climate Profile (1977)
TYPE	Questionnaire
SOURCE	Cheyenne Mountain Schools 1118 West Cheyenne Road Colorado Springs, Colorado 80906 (303) 473-5240
COST	None for sample questionnaire
TIME FOR THE PROCESS	Two to five weeks
MATERIALS PROVIDED	**School Climate Profile** (a questionnaire)
PURPOSE	The questionnaire is designed to provide information on the school learning environment.
DESCRIPTION	The School Climate Profile questionnaire contains 122 items subdivided into groups of four or five items under goal areas. Goal areas cover such matters as determination of rules, involvement in the decision making process, and effectiveness of in-house communication. Both product and process factors are stressed. Respondents are asked to rate each item on two four-point scales indicating extent of attainment and desired extent of attainment. This questionnaire was distributed to students, parents, teachers, administrators, and non-teaching school employees.
DATA ANALYSIS	While no specific procedure is recommended, the user can easily obtain direct measures of attainment and desired attainment and a derived measure of need.
RELATIONSHIP TO LARGER PLANNING EFFORT	The needs assessment survey is not part of any overall planning effort at this time.

TITLE	Student Opinion Inventory (1974)
TYPE	Questionnaire
SOURCE	National Study of School Evaluation 2201 Wilson Boulevard Arlington, Virginia 22201 (703) 522-1511
COST	$2.00 for sample questionnaire
TIME FOR THE PROCESS	Two to five weeks
MATERIALS PROVIDED	**Student Opinion Inventory** (a questionnaire)
PURPOSE	This instrument proposes to assess student attitudes on school matters and to obtain recommendations for solving problems.
DESCRIPTION	The Student Opinion Inventory (SOI) is subdivided into two parts. Part A contains 34 items concerned with student satisfaction of teacher and counselor methods, courses, and treatment from school personnel. Students indicate their degree of agreement with statements on a five-point scale. Part B of the SOI presents 12 open-ended questions which address such issues as teacher and administrator strengths and weaknesses, student learning outcomes, drug use, and racial harmony. As a part of the questionnaire, there is a discussion which contains information relative to its development, administration, scoring, and interpretation. Reliability and validity information is also provided.
DATA ANALYSIS	The SOI may be either hand-scored or machine-scored. The degree of agreement with items or the rating of statements is calculated by a simple average method.
RELATIONSHIP TO LARGER PLANNING EFFORT	Any relationship to other educational programs depends on the objectives of individual school districts.

SECTION III: CHART OF INSTRUMENT CHARACTERISTICS

In this section of the compendium, a chart is presented to summarize the characteristics of the instruments described in the previous section.

Each instrument is listed down the left-hand column of the chart, while the descriptive characteristics are listed across the top of the chart. An X is placed in a box **only** to indicate the presence of a characteristic in the instrument as it was used by the contact source (see #2 below). In many other cases, a characteristic may be applicable to an instrument, but since it was not included in the instrument that was constructed by the contact source, it is not indicated in this chart. For example, a certain questionnaire in the chart might have been distributed only to parents of public school children. If the developers had wished, however, they could have distributed it to teachers or to the general public as well. In this case, an X would be placed on the chart to indicate distribution to parents only.

The characteristics employed to describe the instruments are as follows:

1. **Type**: Is the instrument a kit, model, or questionnaire?

2. **Contact Source**: Is the original user or developer of the instrument a local, state, or commercial educational agency?

3. **Participants/Respondents**: Are the people who participate in and/or respond to the instrument students, teachers, parents, administrators, or the general public?

4. **Focus of the Instrument**: Does the instrument measure student learning outcomes, the learning environment, faculty/staff concerns, building and equipment matters, or supportive services?

5. **Organizational Level**: Does the instrument measure the needs of elementary, middle/junior, or secondary schools?

6. **Item Characteristics**: (a) Are the goal statements evaluated through a rating scale, a checklist, open-ended questions, or a rank ordered system? (b) Are the goal statements highly specific, very general, or some combination of the two?

7. **Data Collection Method**: Is information collected through a questionnaire, interview, or group meeting?

8. **Data Analysis**: Are the data analyzed with respect to the average score of all respondents, the average score of individual respondent groups, weighted group averages, degree of agreement, or group ranking methods?

9. **Outcomes Measures**: Does the instrument provide a measure of goal importance, goal attainment, school responsibility for goal achievement, and perceived need of goal?

Instrument Name	Type			Contact Source			Participants/ Respondents						Focus of the Instrument						Organizational Level			Characteristics of Questionnaire Items						Data Collection Method			Data Analysis Method						Outcome Measures			
																						Response Format				Specificity														
	Kit	Model	Questionnaire	Local	State	Commercial	Students	Teachers	Parents	Administrators	General Public		Learning Outcomes	Learning Environment	Faculty/Staff	Building and Equipment	Supportive Services		Elementary	Middle/Junior	Secondary	Rating Scale	Checklist	Open-ended	Rank Order	Specific	Combination	General		Questionnaire	Interview	Meeting	Overall Average	Group Average	Weighted Group Average	Degree of Agreement	Group Ranking		Importance	Attainment	Responsibility	Need
Elementary School Evaluation Kit (Center for the Study of Evaluation, Los Angeles, CA)	X					X		X	X	X	X		X						X			X					X		X		X	X					X			X
Pupil Perceived Needs Assessment Package (Research for Better Schools, Philadelphia, PA)	X					X	X						X	X					X	X	X	X		X		X			X		X	X					X			X
Workshop Packet for Educational Goals and Objectives (Phi Delta Kappa, Bloomington, IN)	X					X	X	X	X	X	X		X	X					X	X	X	X						X		X		X	X						X		
Alameda County Needs Assessment Model (Alameda County, CA)		X	X	X			X	X	X	X			X	X	X	X	X		X	X		X				X		X		X		X	X				X	X	X	X
Atlanta Assessment Project (Atlanta, GA)		X	X	X			X	X		X	X		X								X	X				X		X		X		X	X				X			
Developing a Workable Needs Assessment Process (Los Angeles County, CA)		X		X			X	X	X	X	X		X						X	X	X											X								
Educational Needs Assessment (Northeast Educational Intermediate Unit, Scranton, PA)		X	X	X			X	X	X	X	X		X	X					X	X	X	X				X			X			X	X				X	X		X
Establishing Educational Priorities through the Illinois Problem Index (Illinois Office of Education, Springfield, IL)		X	X		X		X	X	X	X	X		X	X	X	X	X		X	X	X	X	X			X			X			X	X				X	X		X
Fresno County Needs Assessment Process (Fresno, CA)		X		X			X	X	X	X	X		X	X	X	X	X		X	X	X							X												X
Needs Assessment Kit (The Diagnostic and Prescriptive Center for Educational Environments, Parkersburg, WV)		X	X			X	X	X	X	X	X		X	X					X	X	X	X			X		X		X								X	X	X	X
A Needs Assessment Process Guide (New Mexico Department of Education, Sante Fe, NM)		X	X		X		X	X	X	X	X		X	X					X	X	X	X	X		X		X		X	X					X			X	X	X
Next Step (World Wide Education and Research Institute, Salt Lake City, UT)		X				X	X	X	X	X	X		X	X					X	X	X								X											

Instrument Name	Type			Contact Source			Participants/ Respondents						Focus of the Instrument					Organizational Level			Characteristics of Questionnaire Items						Data Collection Method			Data Analysis Method					Outcome Measures			
																					Response Format				Specificity													
	Kit	Model	Questionnaire	Local	State	Commercial	Students	Teachers	Parents	Administrators	General Public		Learning Outcomes	Learning Environment	Faculty/Staff	Building and Equipment	Supportive Services	Elementary	Middle/Junior	Secondary	Rating Scale	Checklist	Open-ended	Rank Order	Specific	Combination	General	Questionnaire	Interview	Meeting	Overall Average	Group Average	Weighted Group Average	Degree of Agreement	Group Ranking	Importance	Attainment	Responsibility	Need
The Beverly Hills Community Looks at its Schools (Beverly Hills, CA)			X	X			X	X	X	X	X		X	X				X	X	X	X					X		X		X	X				X	X	X	X
Community Questionnaire (Charleston, SC)			X	X							X		X	X	X	X	X	X	X	X	X					X		X		X	X				X	X		X
Educational Needs Assessment (Arizona Department of Education, Phoenix, AZ)			X		X		X	X	X	X	X		X						X	X	X					X	X	X		X	X				X	X	X	X
Educational Needs Assessment (Westinghouse Learning Corporation, Iowa City, IA)			X			X	X	X	X	X	X		X						X	X	X					X	X	X		X	X				X	X	X	X
Educational Needs Assessments (Wisconsin Department of Public Instruction, Madison, WI)			X		X		X	X	X	X	X		X	X	X	X	X	X	X	X	X			X		X		X		X	X			X	X	X	X	X
Educational Values Assessment Questionnaire (Behavioral Publications, New York, NY)			X			X		X	X	X	X			X	X	X	X	X	X	X	X					X	X		X	X	X				X			
General Needs Assessment (Bucks County, PA)			X	X			X	X	X	X			X					X	X	X	X					X	X		X	X	X				X			
The Minden Public School Objectives Poll (Minden, NE)			X	X			X	X	X	X	X		X					X	X	X	X					X	X		X	X	X				X		X	
Monticello Needs Assessment Committee Questionnaire (Monticello, WI)			X	X			X	X	X	X	X		X					X	X	X	X					X	X		X	X	X				X	X		X
School Climate Profile (Cheyenne Mountain Schools, Colorado Springs, CO)			X	X			X	X	X	X				X				X	X	X	X					X	X		X	X	X				X	X		X
Student Opinion Inventory (National Study of School Evaluation, Arlington, VA)			X			X	X						X	X						X	X		X			X			X						X	X		X

APPENDIX

DIRECTORY OF SOURCES

DIRECTORY OF SOURCES

Alameda County Needs Assessment Model
Alameda County Schools
685 A Street
Hayward, California 94541

Aspects of Educational Assessment
Center for Statewide Educational Assessment
Educational Testing Service
Princeton, New Jersey 08540

Assessing Career Needs of Learners
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

An Assessment of Educational Needs for Students in Oklahoma
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Atlanta Assessment Project
Instructional Services Center
2930 Forrest Hill Drive SW
Atlanta, Georgia 30315

The Beverly Hills Community Looks at its Schools
Beverly Hills Unified School District
255 South Lasky Drive
Beverly Hills, California 90212

California Assessment Program
State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, California 95814

CAM
Evaluation Center
Hopkins Independent School District 274
Hopkins, Minnesota 55343

Citizens' Opinion Survey
Denver Public Schools
900 Grant Street
Denver, Colorado 80203

Conducting Local Needs Assessment: A Guide
ERIC Clearinghouse on Tests, Measurement, and Evaluation
Princeton, New Jersey 08540

Community Questionnaire
Charleston Public Schools
3 Chisolm Street
Charleston, South Carolina 29401

Connecticut Educational Needs Assessment
State Board of Education
P.O. Box 2219
Hartford, Connecticut 06115

The CSE Elementary School Evaluation Kit
Allyn and Bacon Inc., Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

Design for Developing a Program of School Improvement
State Department of Education
Montgomery, Alabama 36130

Developing a Workable Needs Assessment Process
Office of the Los Angeles County Superintendent of Schools
Los Angeles, California

District of Columbia's Citywide Needs Assessment
Public Schools of the District of Columbia
Presidential Building
415 12th Street NW
Washington, DC 20004

Districtwide Needs Assessment Report
San Diego Community College District
3375 Camino Del Rio South
San Diego, California 92108

Education for the 70's
Tacoma Public Schools
Tacoma Avenue at Eighth
P.O. Box 1357
Tacoma, Washington 98401

Educational Goals for West Virginia
Department of Education
Charleston, West Virginia 25305

Educational Needs Assessment
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Educational Needs Assessment
Merrill Area Public Schools
Merrill, Wisconsin 54452

Educational Needs Assessment
Northeastern Educational Intermediate Unit
Scranton, Pennsylvania

Educational Needs Assessment
Westinghouse Learning Corporation
P.O. Box 30
Iowa City, Iowa 52240

Educational Needs Assessments
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Educational Needs Assessment: A Statewide Design for Texas
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Establishing Educational Priorities through the Illinois Problems Index
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Educational Values Assessment Questionnaire
Behavioral Publications
2852 Broadway
Morningside Heights
New York, New York 10025

Fourth Annual Survey of Attitudes toward the Public Schools of Brevard County, Florida
Brevard County Public Schools
3205 S. Washington Avenue
Titusville, Florida 32780

Fresno County Needs Assessment Process
Fresno County Department of Education
Fresno, California

General Educational Needs Assessment in Mississippi
Office of Planning and Evaluation
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205

General Needs Assessment
Bucks County Public Schools
Doylestown, Pennsylvania

Gila River Comprehensive Needs Assessment
Information Analysis Associates
Box 1421
Mesa, Arizona 26201

Hawaii Educational Assessment
State of Hawaii Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Indiana Education Needs Assessment Project
Division of Innovative and Exemplary Education
State Department of Public Instruction
Indianapolis, Indiana 46204

Indicators and Statewide Assessment
Division of Planning, Development, and Evaluation
Colorado State Department of Education
1362 Lincoln Street
Denver, Colorado 80203

Louisiana Assessment of Educational Progress
The Division of Instructional Services
State Department of Education
P.O. Box 44064
Baton Route, Louisiana 70804

Maine Assessment of Educational Progress
Division of Planning, Evaluation, and Research
State Department of Educational and Cultural Services
Augusta, Maine 04330

A Manual of Information and Guidelines for Teachers and Administrators
State Department of Education
Montpelier, Vermont 05602

Materials for Use with Local Districts Interested in Developing a Systematic Planning Process
State Department of Education
Montpelier, Vermont 05602

Milwaukee Public Schools Needs Assessment
Division of Educational Research and Program Assessment
Milwaukee Public Schools
Milwaukee, Wisconsin

The Minden Public School Objectives Poll
Minden Public Schools
District R-3
520 West Third Street
P.O. Box 301
Minden, Nebraska 68959

Minnesota Educational Assessment Program
Minnesota Department of Education
St. Paul, Minnesota 55101

Monticello Needs Assessment Committee Questionnaire
Monticello Public Schools
Joint District No. 3
312 South Main Street
Monticello, Wisconsin 53570

National Assessment of Educational Progress
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Nebraska Needs Assessment Survey
Nebraska Department of Education
Box 94997
Lincoln, Nebraska 68509

Needs Assessment
Virginia Department of Education
Richmond, Virginia 23216

Needs Assessment
Accreditation and Educational Improvement Section
State Department of Education
Columbia, South Carolina 29201

Needs Assessment in Education
State Department of Education
Division of Research, Planning, and Evaluation
225 West State Street
Trenton, New Jersey 08625

Needs Assessment Kit
The Diagnostic and Prescriptive Center for Educational Environments
1210 13th Street
Parkersburg, West Virginia 26101

Needs Assessment Model
Educational Improvement Center
Department of Education
Central Station
Trenton, New Jersey 08625

A Needs Assessment Model for Establishing Personnel Training Priorities
University of Connecticut
Connecticut Special Education Resource Center U-4
Storrs, Connecticut 06268

Needs Assessment Models: A Critical Analysis
Alameda County School Department
685 A Street
Hayward, California 94541

Needs Assessment Procedures Manual
Education Systems Associates
3445 Executive Center Drive, Suite 205
Austin, Texas 78731

A Needs Assessment Process Guide
New Mexico Department of Education
Education Building
Santa Fe, New Mexico 87501

Nevada Needs Assessment
Division of Planning and Evaluation
Nevada State Department of Education
Carson City, Nevada 89701

Newton Public Schools Needs Assessment
Newton Public Schools
57 Trinity Street
Newton, New Jersey 07860

Next Step
Worldwide Education and Research Institute
2315 Stringham Avenue
Salt Lake City, Utah 84109

New Hampshire Educational Needs Assessment
Department of Education
410 State House Annex
Concord, New Hampshire 03301

Ohio's Statewide Assessment
State of Ohio
Department of Education
Columbus, Ohio 43215

The Pennsylvania Questionnaire
State Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Program Planning Guide
Kansas State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

A Proposal to Assess the Needs of Students in Ten School Districts
Project #2204
State Fair Community College
Sendalie, Missouri 65301

Pupil-Perceived Needs Assessment Package
Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103

Report of the Visiting Committee
Salmon High School Evaluation
Salmon, Idaho 83467

School Climate Profile
Cheyenne Mountain Schools
1118 West Cheyenne Road
Colorado Springs, Colorado 80906

School Program Bonanza Game Priority Evaluator: A Needs Assessment System
University of Georgia
Athens, Georgia 30601

Skyline Wide Education Plan
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

State Needs Assessment Project
State of Idaho
Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

Student Opinion Inventory
National Study of School Evaluation
2201 Wilson Boulevard
Arlington, Virginia 22201

Survey Results: Educational Needs in the Pacific Northeast
Northeast Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Utah Educational Needs Assessment
Planning and Evaluation Unit
Utah State Board of Education
136 East South Temple
Salt Lake City, Utah 84111

Washington Statewide Educational Assessment
Department of Public Instruction
Olympia, Washington 98504

Workshop Packet for Educational Goals and Objectives
Phi Delta Kappa, Inc.
Eighth and Union Streets
Box 789
Bloomington, Indiana 97401